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ABSTRACT

Adult education and the economic development of the countries of Asia and the Pacific was discussed at a UNESCO conference held in Bangkok in November-December, 1980. The conference was opened by Raja Roy Singh, who emphasized the crucial significance of adult education in national development. He said that development is no longer construed only in economic terms but is increasingly seen also in the light of political, moral, social, and cultural advancement. Conference delegates discussed the state of adult education in each of the countries represented. During the conference, delegates reached the following conclusions: (1) to play an effective role in the process of development, adult education requires realistic aims, top-level support, clear planning and strategies, integration and extension into all levels of government and life; (2) adult education's importance must be more widely realized or economic development will fail; (3) recently, there has been a trend among the countries of the region to enhance the quality and quantity of adult education; (4) adult education must develop programs to reduce the differences between the haves and the have-nots in society, making available the skills and knowledge that enable people to become active partners in development and to improve their circumstances. Recommendations flowing from the conference included there be more research on how adult education can aid development; that countries make education public policy and give it resources; that education be not solely for literacy; that formal education and adult education be complementary. (KC)

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Prospects for adult education and development in Asia and the Pacific

Report of a Regional Seminar
Bangkok, 24 November - 4 December 1980

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INTRODUCTION

In pursuance of Resolution No. 1/5.6/1 adopted by the General Conference of Unesco at its twentieth session, a Regional Seminar on Adult Education and Development in Asia and Oceania* was held at Bangkok from 24 November to 4 December 1980. The Seminar was organized by the Unesco Regional Office for Education in Asia and the Pacific and was attended by participants from 19 Member States in the region (List of Participants - Annex II). The terms of reference of the Seminar were:

1. To review the emerging trends in the development of adult education in the region with special reference to the role of adult education in the rural development and industrial/urban development. To analyse the problems of adult education for the special population groups like women, out-of-school youths, minorities, etc.
2. To develop effective structures and methods of planning administration, training, community participation and resource mobilization.
3. To share the experiences of adult education in the Member States and to promote inter-country and regional co-operation among the Member States in the region. (Reference: the Agenda of the Seminar in the Annex I)

The inauguration session of the Seminar was held on Monday, 24 November 1980 at 09.00 hours at the Unesco Regional Office for Education in Asia and the Pacific, Bangkok. Mr. Raja Roy Singh, the Assistant Director-General of Unesco Regional Office for Education in Asia and the Pacific, welcomed the participants. He pointed out that the present meeting was being held at the threshold of a new programming period of Unesco - a period in which 'we all hope to see considerably broadened regional co-operation'. He underlined the crucial significance of adult education in national development.

He observed that descriptions of the educational situation in the developing countries are often erroneous because they tend to use only statistics of literacy and enrolments. They do not adequately take into account the vast web of adult education learning which, expressed in a variety of forms and responding to a

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* As a result of a resolution since adopted by the twenty first session of Unesco's General Conference (Belgrade, September-October 1980) the name of the region is now changed to 'Asia and the Pacific'.

variety of needs, has shaped societies in these countries over the centuries. Not too long ago, the Assistant Director-General pointed out, development was construed in economic terms alone and adult education as a means for enhancing earning capacities. Now there is a change. While economic growth and economic motivation remain important, development is also increasingly seen in the light of political, moral, social and cultural advancement, in terms of the liberation of the human spirit. Adult education, consequently, is inextricably enmeshed with the major issues of development: action against poverty, disease and ignorance; environmental degradation; human rights and freedoms; self-reliant economic development; cultural identity; lifelong learning.

In conclusion, Mr. Roy Singh pointed out that below the surface differences of techniques and technologies, the experiences in the field of adult education accumulated by countries represented at the meeting shared much in common. Commonalities were evident in the 'basic cycle of human needs' in which education action becomes the essential expression of development: food and nutrition; health and the quality of living; employment and occupation; culture and access to knowledge; human freedoms. (Full text of the speech is given in Appendix I).

Dr. Kaw Swasdipanich, member of the Unesco Executive Board delivered the Inaugural Address.

Dr. Kaw expressed happiness that this Seminar on Adult Education is being held in Asia after eight years of the Third International Conference on Adult Education which was held in Japan in 1972. He observed that relationship between adult education and development had long been recognized and accepted in the world. Hence, it was very appropriate, he asserted, that this Seminar was being organized to take stock of the work done in adult education, to examine the current emerging trends, to identify problems as well as ways and means of solving them at the national and regional levels.

Since most of the Member States in the region are in the developing stage, he expressed satisfaction that the Seminar has given special attention to the role of adult education for rural development and urban/industrial development and hoped that the Seminar would be able to suggest effective ways and means to make adult education a positive force for development in the Member States.

He expressed appreciation to the Unesco Regional Office for Education in Asia and the Pacific for its continued contribution for the development of education in the region and its efforts to bring together leading educationists from the Member States. He hoped that the Seminar would be able to come out with valuable suggestions for the benefit of the Member States and for the international community. (Full text of the address is given in the Appendix II)

The Seminar elected unanimously the following officers in its first plenary session:

Mr. Peter Creevey (New Zealand)	- Chairman
Dr. Ye Aung (Burma)	- Vice Chairman
Mr. Xu Xueju (China)	- " "
Mr. Dhirendra Singh (India)	- " "
Mr. Abdul Jabar Abubakar (Malaysia)	- " "
Mr. Arif Majeed (Pakistan)	- Rapporteur General

Dr. Chris Duke, Asian-South Pacific Bureau of Adult Education (ASPBAE) was the consultant. Mr. Mohamed Ferdouse Khan (Centre on Integrated Rural Development for Asia and the Pacific, Bangladesh), Prof. Jong-Gon Hwang (the Institute for Community Education, Keimyung University, Republic of Korea) and Mr. B.C. Rokadiya (Directorate of Adult Education, Ministry of Education, India) acted as resource persons to the Seminar.

Mr. A. Chiba, Deputy Director and Mr. T.M. Sakya, Education Adviser, Unesco Regional Office for Education in Asia and the Pacific were the Secretaries of the Seminar.

The Seminar held its deliberations in plenary sessions and then formed itself into four working groups. It adopted its Report in the final session on Thursday, 4 December 1980.

TRENDS AND ISSUES IN ADULT EDUCATION IN ASIA AND THE PACIFIC*

There is diversity within the region regarding the use of the term 'adult education' and the meaning attached to it. Recently other terms like non-formal education have come into vogue and these too are used in more than one sense. The most comprehensive definition was given by New Zealand which uses the term continuing education. This includes all aspects of education for those who have left school and are no longer legally required to attend, but strictly speaking this does not include education at universities and teacher training colleges. Another very wide usage is that of the Soviet Union which includes general adult education, continuing education and professional upgrading in adult education. Sri Lanka has adopted the term non-formal education during the past decade whereas the term adult education has been in use since the forties. Several other countries like Afghanistan, Bangladesh, Burma, India, and Nepal have adopted a comprehensive definition of adult education which excludes only formal post-school education, whereas in Pakistan the term is used in a more restricted sense. The term non-formal education is now being used in Indonesia, Malaysia, Papua New Guinea, the Philippines and Thailand. In Malaysia, the Philippines and Thailand the term non-formal education covers any experience or activity organized for out-of-school populations. In China adult education is defined as 'worker peasant education' and its scope is very wide including civic and political education as well. Singapore is well known for its civic education campaigns. The Lao People's Democratic Republic uses both the terms literacy and complementary education. The Socialist Republic of Viet Nam calls adult education complementary education and this is understood to mean the education of all adults with a view to creating conditions to increase labour productivity, work and fight effectively in the task of building socialism and defending the fatherland. The emphasis in the above cases is on work-oriented functional education including education for national integration, but other countries with different political systems have more diffused aims and there is less government involvement. In Japan and the Republic of Korea the term social education is used. In the Republic of Korea the term includes cultural education as well. In Japan the term includes physical education and recreational activity.

Regional diversity and common trends

The various terms used in the region reflect different political and economic systems varying between centrally planned and

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* Based on Country Case Studies submitted by the Member States for the Seminar and the Working Paper "*Adult education and development: Regional trends*", (ROEAO-80/RSAED/5).

market economies. Where the economy is planned adult education is approached in a deliberate way and is linked with development plans as is the case in Bangladesh, China, India, the Socialist Republic of Viet Nam, Sri Lanka and the Union of Soviet Socialist Republics (USSR). Countries like Australia, Japan and New Zealand are at the other extreme with the mixed political and economic systems standing in between. None of the countries equates adult education with literacy but some countries give prominence to it. Afghanistan, Bangladesh, Burma, China, India, Indonesia, Lao People's Democratic Republic, Malaysia, Nepal, Pakistan and Thailand stress both literacy and other objectives. Less stress is placed on literacy work in Papua New Guinea, the Philippines, Sri Lanka and in other countries, where it is thought to be largely eradicated such as Australia, Japan, Republic of Korea, Singapore, the Socialist Republic of Viet Nam and the USSR. The diversity in the region becomes evident when one considers the different agencies in the region responsible for adult education. In some countries adult education activity takes place outside the Ministry of Education but within the government sector. In many instances adult education/non-formal education is increasingly being recognized as a sector in the Ministry of Education while adult education activities are also taking place through other Ministries. Some countries have mechanisms for coordination like Afghanistan, Burma, India, the Philippines and Sri Lanka. Many of the data reflected here deal mainly with the adult education work done through the ministries of education. Generally within the region adult education is becoming more important and there is confidence that it is useful for national development. There is an absence of statistical data. Two areas of emphasis are functionality, and adult education as a means to democratization.

National development planning and adult education

Many countries in the region have national development plans aimed at providing the basic needs and employment, e.g. Afghanistan, Burma, India, Indonesia, Japan, Malaysia, Pakistan, the Philippines, Republic of Korea, the Socialist Republic of Viet Nam, Sri Lanka, Thailand and USSR. But it is not always clear how adult education is used as a support service for development programmes other than for education itself. In countries like Australia and New Zealand where there is no development planning, the conceptualization and use of adult education as a means to national development becomes very difficult.

National educational planning and the place of adult education

In some cases educational planning is clearly linked with development planning while in others the educational plan stands out independently. In the less developed countries the link is clear and direct but it becomes more obscure in the more developed countries. Afghanistan, Bangladesh, Burma, Nepal and Sri Lanka recognize literacy as a major factor in socio-economic progress.

In India and Papua New Guinea the emphasis is on adult education for rural development. Indonesia, the Philippines and Thailand aim at spreading educational opportunities to everyone to be productive and responsible citizens. Pakistan's adult education programme too aims at full individual development and participation in overall national effort. The Republic of Korea and Singapore see adult education as leading to social development and equity. In China, the Socialist Republic of Viet-Nam and USSR educational objectives are part of the socio-economic plan, and it is true to some extent in the case of Japan also. In Australia and New Zealand it is difficult to see an educational plan linked to development. Thus except in the more industrialized countries, with market economies adult education is perceived as having a direct link with development. Where illiteracy is seen as a major obstacle to development the relationship between adult education and development is clear. In Papua New Guinea the link is with skill acquisition for rural development. In Afghanistan, Bangladesh, Lao People's Democratic Republic, the Socialist Republic of Viet Nam and Sri Lanka, adult education has specific agricultural and industrial goals as well as seeking to make good citizens of the adults. Indonesia, Malaysia and Nepal too have the rural poor as the target. Japan and New Zealand do not have specific arrangements for integrated adult education within the national development plan.

Adult education and the total education system

In the countries with market economies it is difficult to identify the place of adult education in the total education system but in planned economies it is simpler. Different Asian countries have different administrative arrangements and see adult or non-formal education as more or less separate or integrated. Nepal has a separate Adult Education Division within the Ministry of Education. Pakistan organizes adult education separately but the physical facilities of the formal school system are used. In the Republic of Korea adult or social education programmes are organized separately. Papua New Guinea has a Non-Formal Education section in the Department of Education. The Philippines and Thailand have a specialized Department/Office of Non-Formal Education within the Ministry of Education. Indonesia has a Directorate but in the village formal and non-formal education activities are in close co-operation. In Malaysia the functional literacy programme is under the Ministry of Agriculture. In Japan after 1949, the Ministry of Education, Science and Culture has undertaken measures to encourage social education services.

Thus in many countries adult, social or non-formal education is part of the responsibility of the Ministry of Education with a specialized unit or directorate for implementation. In some countries such as China and the Socialist Republic of Viet Nam the integration between adult education and the formal system is more complete. In the USSR there is a diversified system of education,

one important element of which is adult education. In Sri Lanka the need for non-formal education was felt because of the incapacity of the formal system to make an effective impact on development. Adult education uses the resources of the formal school system. In India universalization of elementary education and adult literacy are considered mutually interdependent but there is a separate infrastructure for adult education. In many countries there is an increased awareness of the importance of adult education and as a result increased budget allocation has followed.

Adult education allocation within education budgets

In China, at one time, the allocation to adult education was as high as 3.8 per cent of the total education budget. Recently, however, it has come down to one per cent, but there are contributions from other sources. In Papua New Guinea, in 1976-77, it was .03 per cent of the education budget. In Sri Lanka there is an eightfold increase but still it is only 0.12 per cent of the total. In Nepal, adult education receives 0.1 per cent of the budget of the Education Ministry but other Ministries also have adult education budgets. In the Republic of Korea too the amount is impossible to estimate because each Ministry has its own programme. Expenditure on social education has been approximately 0.8 per cent, 0.96 per cent and 0.43 per cent of the total Education Ministry budget in 1977, 1978 and 1979 respectively. In the Socialist Republic of Viet Nam it was impossible to arrive at a clear estimate because adult education is completely integrated with the general education system, and separate figures also cannot be estimated for Australia or Pakistan. In New Zealand what is called continuing education attracted 30-32 per cent of the total education budget from 1975-80, but this includes all post-secondary education, formal and non-formal. The USSR too spends one third of the total education budget on continuing education, defined in this way. Japan spends 1.49 per cent of the national education budget on social education. In Indonesia, it is difficult to give an estimate because several Ministries are involved in the task. The PENMAS budget in 1979-80 was less than 3 per cent of the total Education Ministry's budget. In Thailand, 0.32 per cent, 0.85 per cent and 0.96 per cent were spent on adult education in 1970, 1974 and 1979 respectively. In Afghanistan, the allocation for adult education rose from 2 per cent to 6 per cent of the education budget from 1976 to 1979. In Bangladesh, during the first Five Year Plan, the expenditure on adult education was 1.36 per cent of the total budget. During the second Five-Year Plan period 1980-85 it rose to 4.66 per cent. In India, it rose from 0.19 per cent in 1977-78 to 0.85 per cent in 1979-80.

Planning, programming and co-ordination

Machineries for planning, programming and co-ordination: Countries in the region differ significantly with regard to the organization, co-ordination and implementation of adult education

policies and plans. At one end of the spectrum are those with market economies where central planning is not strong. In such countries, e.g. Australia and New Zealand, adult education is left largely to the non-government sector. In neither Japan nor the Republic of Korea does adult education play a significant role in national planning. In Singapore, adult education is gaining prominence, but is largely unco-ordinated among the implementing agencies. In Japan the government supports and works through community organizations. In the Republic of Korea every Ministry has its own programme but there is no separate department of adult education. In the second group of countries where the state plays a key role in national planning, adult education is recognized as an integral part of the total education system, e.g. China, Lao People's Democratic Republic, the Socialist Republic of Viet Nam and USSR. In those countries adult education is not differentiated as a separate component of the education sector. In the third and largest group are those countries where adult education is organized as a separate administrative responsibility within the Ministry of Education. There are differences within this group. In some countries the role of the adult education body is essentially that of co-ordination; in others the adult education/non-formal education body assumes major responsibility for offering adult education programmes. Afghanistan, Bangladesh, India, and Pakistan are countries where massive adult education campaigns have recently been launched and the role of the government agency is essentially that of co-ordinating the various activities. In contrast to this there are countries like Indonesia and Thailand which have established separate departments of adult and non-formal education within the Ministry of Education, and these are the main providers of adult education programmes. In the Philippines also, the Office of Non-Formal Education is assuming more responsibilities for adult education. Papua New Guinea and Sri Lanka have a mixed system. In both, units of non-formal education havebeen set up in the Ministry of Education. These units organize and implement programmes as well as co-ordinate the activities of other departments. In Malaysia, the functional literacy programme is administered by the Ministry of Agriculture within its overall community development activities.

Participation and decentralization: Community participation is a key factor in the newer approaches to development. Participation implies decentralization and localization of adult education programmes. Those countries where central planning is strong and where national campaigns have been launched, tend to centralize administration, curriculum and materials development training and so forth. Decentralization is seen most in those countries relying on voluntary adult education agencies.

In India although Government plays a major role in planning and implementation the involvement of a number of agencies - notably non-governmental has led to decentralization effort. Papua New Guinea stressed decentralization and a community based approach.

The Philippines and Thailand are moving towards decentralization. The Local Education Centres and Regional Councils are now being created. Indonesia strives through PENMAS to secure localization of adult education activity.

Priorities and target groups: In almost all countries the major thrust is towards the rural poor and, less, to the urban poor. Adult education in China, the Socialist Republic of Viet Nam and USSR is aimed at all adults in society.

Adult education programmes: The acquisition of literacy skills appears as a major programme area for several countries, e.g. Afghanistan, Burma, China, India, Indonesia, Lao People's Democratic Republic, Malaysia, Nepal, Pakistan, the Philippines, the Socialist Republic of Viet Nam and Thailand. Each country has a different approach but common factors are the development of literacy skills; functional literacy like agricultural techniques, health care etc. aimed at development; creation of civic awareness among the poor (as in India). Thailand goes beyond this and tries to promote creative thinking. Vocationally oriented programmes are a significant component in Bangladesh, Indonesia, Malaysia, Nepal, Papua New Guinea, the Philippines, the Socialist Republic of Viet Nam and Thailand. Examples of such courses in Thailand are: chicken raising, fish farming, mushroom farming in the agricultural sector; small engine mechanics, welding, pottery and leather craft in the industrial arts; and typing, accounting, foreign languages, and secretarial arts as part of business. The industrialized countries and the socialist countries all make provision for technical and vocational skills, e.g. China and USSR. In Lao People's Democratic Republic and the Socialist Republic of Viet Nam complementary education involves the development of technical skills among workers and to promote their political awareness. In Australia, Japan, New Zealand, the Republic of Korea and Singapore which are industrialized countries, technical and vocational education is not considered part of adult education except in a more limited sense of retraining or updating initial training. The analysis shows that the industrialized countries equate adult education at least in part with education for leisure. Australia, Japan, New Zealand and the Republic of Korea all make provision for hobbies and recreational activities. Other programme areas in adult education are: adult education for community development as in Sri Lanka (Sarvodaya) and Thailand.

The Islamic countries emphasize the provision of religious teaching also.

Civic training is stressed in China and Thailand, and the USSR tries to cultivate national integration.

Kinds and sources of finance

The fund for adult education comes essentially from the national education budget, other ministries, voluntary agencies

and foreign aid. Some countries receive no external aid; for example the literacy programme in Burma is financed by voluntary contributions, whereas Afghanistan, Indonesia and Thailand have received some external aid, e.g. from the World Bank, UNICEF and Unesco. On the other hand New Zealand and USSR mention aid given to developing countries. In Afghanistan and Bangladesh almost the entire expenditure on adult education comes from central government funds whereas in Japan ten times the central government contribution comes from local government sources. In China, the Socialist Republic of Viet Nam and USSR, apart from state funds other agencies like trade unions, factory and co-operative welfare funds allocate resources for adult education. In India, Central and State governments do most of the funding and in New Zealand 90 per cent of the money comes from one state department or other. In terms of assistance given to the individual learner, there is much variety. In most cases either adult education is free or a nominal fee is charged. Afghanistan provides paid study leave, reduced working hours, free instructional materials, as well as charging no fee. The Lao People's Democratic Republic and the Socialist Republic of Viet Nam have various methods to assist learners. Generally the greatest support is for income-generating forms of adult education.

The non-government sector

In some countries there is a national association of adult educators or adult education organizations, to foster professional exchange and raise the quality and standing of adult education. In China a National Association for Anti-illiteracy was set up in 1958 but suspended later and again in 1980, the National Association for Adult Education has been established.

Indonesia has the National Association for Adult and Community Education and the *Ikatan Sarjana Pendidikan dan Pengenbargan Social*, an association for professional people in social education and social development. Associations have been formed in the Philippines and Singapore recently. In Malaysia a similar association is under consideration and in Hong Kong one has been in existence for several years. India has the oldest and perhaps strongest strictly national association in the region formed in 1939.

Australia has a national association formed in 1960. Japan and the Republic of Korea have their own associations and these, like others in the region, are members of the Asian and South Pacific Bureau of Adult Education.

In some countries there is a Government-initiated Council rather than a national association, such as the National Mass Literacy Council of 13 Ministers formed in Bangladesh in 1978. Burma has a Literacy Central Committee and three sub-committees. New Zealand has a Council of Adult Education as well as a more recent Association for Continuing and Community Education. In Sri Lanka a National Council for Non-formal Education was formed in 1979 and the Sri Lanka Association of Total Education in 1980.

The existence of such national associations is not always an index to non-government adult education activity. Several countries mention non-government agencies, e.g. Australia, Bangladesh, India (over 500), Indonesia, Japan, Nepal, New Zealand, Pakistan, Papua New Guinea, Republic of Korea, Socialist Republic of Viet Nam, Sri Lanka, Thailand and USSR. In some countries like India, Indonesia, Pakistan, and Sri Lanka the non-governmental organizations are taken into account in national adult education planning, whereas in Afghanistan, Bangladesh and Thailand this sector is not taken into account. In Japan and New Zealand the non-governmental organizations are the main providers of adult education and the state only assists them. The role of these organizations varies greatly.

Personnel for adult education

Non-formal adult education could be very cost effective if it depends on part time or voluntary workers. In Japan social education officers of the local boards of education are trained in universities and junior colleges. The Philippines and the Republic of Korea offer university courses in adult education though trained staff are in short supply. In New Zealand full time adult educators are found in university extension operations, technical institutes, community colleges and some secondary and primary schools. The Socialist Republic of Viet Nam and USSR have systematic training schemes for adult educators. Indonesia and Thailand are among countries with large government establishments for adult education deployed at all levels from the central to the local. Papua New Guinea has full time, part time, and voluntary teachers. In Afghanistan, mainly full time teachers are used without additional honoraria. Pakistan relies on part time teachers from the formal school service. They receive training from programmes arranged by the Ministry of Education and Allama Iqbal Open University in the form of workshops, seminars, and training courses. Bangladesh employs full time, part time and voluntary staff. India employs full time adult education supervisors in states, districts and for projects, and has part-time instructors who are given honoraria rather than volunteers. Training is undertaken by the national Directorate, State Resource Centres, voluntary organizations, and also a number of universities provide degree programmes in adult education. In Sri Lanka too all categories of workers are found; and training is done by various methods which are unco-ordinated. The rewards given to workers in different countries take such forms as honoraria and certificates of appreciation. Many countries feel the need for better trained personnel.

Regional and international co-operation and exchange

Most countries enjoy some kind of co-operation with their neighbours through Unesco, APEID, ASPBAE and ICAE. But the need for more such co-operation is felt. Some countries of the region

attach importance to the 1976 Unesco Recommendation for the Development of Adult Education and link some of their decisions to it.

Highlights of some innovative features, themes and issues

During the country case study presentations, the participants from Afghanistan, Burma, China, Japan, Lao People's Democratic Republic, Malaysia, Nepal, Pakistan, the Philippines, the Socialist Republic of Viet Nam, and Sri Lanka presented case studies on national adult education programmes in their countries with special emphasis on some innovative projects.

The participant from Australia highlighted on two programmes operating in the State of New South Wales in Australia for providing learning opportunities for adults in rural areas. A case study on the evaluation of the Mass Literacy Programme was presented by the Bangladesh participant. The participant from India presented a case study on the Rural Functional Literacy Project in Bihar, India. The Indonesian participant presented a case study on the Apprenticeship Programme in Bogor, Indonesia. The New Zealand participant explained about four projects in New Zealand, i.e., Training Development for Adult Educators, Maori and Pacific Islander Continuing Education, Broadcasting Liaison and Adult Reading Assistance. The participant from the Republic of Korea presented a case study on Saemaul education for adults in the Republic of Korea. The Singapore participant outlined the activities of the Vocational and Industrial Training Board in Singapore and the participant from Thailand presented a case study on the Functional Literacy and Family Life Planning Programme in Region 2 Yala in Thailand.

Besides those, the ASPBAE participant from Fiji introduced a case study on the Yavubuli Rural Youth Movement in Fiji. The participant from Hong Hong highlighted on the role of voluntary organizations in the development of adult education in Hong Kong. Similarly the ASPBAE participant from Singapore presented a case study on the Skill Development Fund in Singapore and the participant from Malaysia presented an account of present Non-formal Education Provision in Malaysia.

From the case study presentations and the ensuing discussions on them, a number of themes, issues and recurring questions were highlighted. They are summarized as follows:

Most of the case studies emphasized the continuing importance of literacy programmes as the main pre-occupation in many countries in the region. But the literacy programmes are broadening in their scope, concept and contents. The countries are emphasizing the role of literacy more as a means of individual and social development than as an end in itself. It was also reported that even the richer countries are not completely free from the problems of illiteracy and they are trying to promote adult education programmes for the well-being of the minorities and the scattered rural people. Adult education in the developed countries is heavily biased towards the

training in technological skills and knowledge for youth; at the same time adult education is being utilized to solve the problems of special groups like women and the aged.

The case studies highlighted that the countries are pursuing many different approaches and strategies for the development of adult education and that there is growing willingness to experiment with new approaches in adult education which are not normally possible in school education.

In many countries mass approaches, emphasizing mobilization and participation, are common key strategies, although the particular approaches vary from country to country. Political commitment plays a key role in some countries. Volunteers are seen as having a central part to play in both developing and industrialized societies.

The socio-economic context in which adult education is offered is crucial both in societies throwing off the remaining legacy of feudalism and in those where industrialization and urbanization have produced new demographic and sociological conditions such as aging populations and nuclear families.

The role of women as both learners and teachers, their effective access to adult education opportunities and the balance between leisure and work-oriented adult education were questions of concern to all countries. Access generally was also a common theme of discussion.

Another important common concern was the position and treatment of ethnic minorities including tribal populations. There was discussion of different language teaching strategies, and the relation between mono- or multi-lingualism and considerations of national security. More generally all kinds of societies had an interest in questions of cultural tradition and revitalization, and the relation of these to development or modernization.

Concern was expressed that exaggerated expectations about what education or adult education alone might achieve for development and social change can present adult educators with impossible demands. At the same time participants fully supported the importance of adult education as a means to enhance standard of living and quality of life, recognizing that the priorities and emphasis within these varied from country to country.

Concern was also expressed over negative attitudes which were encountered when attempts were made to teach manual and practical skills leading to productive work, such as auto-repair, and there was some discussion how such attitudes might be overcome. More generally the relationship between learning and earning came under consideration a number of times, for instance when arrangements like the Indonesian learning fund were described. Functional adult education programmes in Southern Thailand included large

numbers of community projects; other participants reported on other approaches designed to link learning to community development or to productive employment.

Much interest was shown in various new approaches to the facilitation of learning, including the integration of formal and non-formal education (Afghanistan), distance education arrangements (Australia), literacy squad teacher (Bangladesh), volunteer teachers (Burma), part-time and workshop based approaches (China and Indonesia), adult education resource centres (India), the bank of human resources (Japan), boarding schools and pilot centres (Lao People's Democratic Republic), community service centres (Malaysia), uni-message and multi-message programmes (Nepal), home tutor scheme (New Zealand), integration of education in rural development (Pakistan), the accreditation and equivalency programme (the Philippines), Saemaul education (Republic of Korea), modular training system (Singapore), cadre training programme (Socialist Republic of Viet Nam) and the technical units programme (Sri Lanka).

ADULT EDUCATION AND RURAL DEVELOPMENT

Overall development perspective

In order to understand the role of adult education in development, it is necessary to look at the long-term development perspective. There is a very heavy incidence of absolute poverty in which even the basic needs are not being met. Out of 800 million thus affected, 600 million would be found in the Asian countries, living mostly in rural areas.*

This overall perspective is indeed grim. For while rapid urbanization will be a problem to reckon with by 2000 A.D., low productivity may still continue to characterize the rural areas of the developing countries. On the other hand, increase of rural industry and new forms of production may lead to still more loss of employment and migration to urban areas.

The role of adult education has to be understood in the context of this development perspective which confronts the Asian and Pacific countries in the next two decades. Of course adult education alone can not solve the complex problems which cause poverty and hamper development. An integrated multi-sectoral approach is required.

However, adult education will be able to respond to these challenges insofar as it can relate to:

1. meeting basic needs of people (in terms of such interrelated needs as food and nutrition, shelter, health care, drinking water and education);
2. increasing productivity (rural employment, skills development, rural industry, agriculture, co-operatives);
3. bringing about redistributive justice (land reforms, taxation reforms, etc.);
4. bringing about social change (controlling family size, liberation from ignorance, superstition, and social evils);
5. revitalizing traditional culture.

The concept of development has undergone a change in recent years. While the term was defined in economic terms in earlier decades, there is general acceptance now that the human element is much more important - that development has to be viewed more in

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* Excludes the countries with centrally planned economies.

qualitative - than in quantitative terms. With the change in emphasis, human resource development becomes a central development issue.

Development discussions: Rather than teaching about development, adult education could help to start discussions about development at various levels. Such discussions would help in educating people in the real sense of the word and would help them to understand, to judge, to be critical, to take collective decisions - all of which are necessary if the planning process has to begin from below. Besides this, such discussions would need to be started even at the higher and intermediary levels so that there is greater understanding and sensitivity towards decentralized planning.

Adult education as an integral part of development programmes: Presently, adult education is regarded as a part of education departments only in most countries even though adult education takes place in other ways and forms. For adult education to assume a more dynamic role, it would have to become a part of development departments as well. Efforts have to be made to ensure that adult education takes place wherever any development activity occurs. Identification of the educational component of various development programmes would go a long way in bringing about suitable linkages. Even within the formal system, suitable linkages have to be built with the primary and universalization of primary education programmes.

For adult education to play the necessary role in all development programmes and make the necessary impact, despite financial constraints, some increase in adult education budgets would be necessary. Such a path might appear more attractive to governments than a possible alternative of increased social conflict and violence, even revolution, if development fails to occur.

Role of adult education in development

Adult education can make a major contribution to development through the following means:

Eradication of illiteracy: Illiteracy and ignorance are major stumbling blocks to development. In countries in which the rate of illiteracy is still high major literacy campaigns have to be launched in conjunction with the universalization of primary education to ensure its eradication. Experience, however, has shown that for literacy campaigns to succeed, there is need for political will and commitment. Adequate preparations have to be made before such campaigns are launched. Further, emphasis on literacy alone does not succeed. If literacy becomes one of the package of services offered, there is greater chance of success. This is true even of literate societies in which experience has shown that literacy in isolation is not useful. Thus, availability

of printed written materials does not ensure that people will read them unless this is supplemented by interpersonal contact, availability of services etc. The acquisition of literacy introduces the learner to the mainstream of development thus allowing him/her to participate in development processes.

Increasing people's participation: If the vast human resources are to participate in the development process, it is necessary that special efforts be made to ensure wider and more effective participation, not only in the implementation but also in the formulation of programmes. Adult education can help in developing the ability of people to express their views, to become critically aware of and share realities, to help develop self-confidence and a feeling of self-worth so that there is greater awareness of their own potential for individual and collective action.

Viewed from another perspective, people could become agents rather than recipients of development. If this were to happen, rather than the extension services reaching out to people, it would be the other way round, i.e. people would call on the extension agencies whenever they needed their services. In such a situation, literacy would become a tool for expression, for conveying knowledge generated from within.

Adult education has the potential of mobilizing mass participation. At the same time certain socio-political parameters have to be taken into consideration so that more realistic claims are made for adult education.

Organizing the rural poor: While it is necessary for the poor to express themselves, and make decisions on local matters, it is also necessary for them to organize themselves so that their collective strength becomes a viable force to reckon with. Initially, it might become necessary for them to produce from amongst themselves, someone who will speak on their behalf, and bargain for what is due to them. Adult education can play a role in helping develop and strengthen such groups, including assistance in forming organizations around economic objectives such as co-operatives.

Developing adult education cadres: While consciousness-raising is necessary among the rural poor, it is also necessary for those who will be working with them. Special care has to be taken in the selection and training of such adult education functionaries. For without adequate training, the efforts of the grass-roots level workers will not be effective.

Sensitizing policy makers, planners, administrators and educated elites: One of the disadvantages suffered by adult education programmes has been lack of understanding of the importance of adult education by policy-makers, planners, administrators and educated elites at various levels. This underscores the need for sensitizing them by involving them in adult education activities

and by suitable orientation programmes at all levels. There is a need for more data on the contribution of adult education to development programmes and processes, and especially its contribution to the reduction of poverty, if persuasive arguments are to be presented.

Decentralizing planning procedures: Presently, planning procedures have tended to be centralized in most countries. If participation of people is to be encouraged, the entire process needs to be modified to ensure decentralization in the planning effort. Experience has clearly shown that directives from the top do not as a rule bring about any change. Experience has also shown that people learn only what they want to learn. This places responsibilities on the adult education functionaries who must develop diagnostic skills to help the community in identifying learning needs. This would necessitate more participatory approaches for identification of needs, with and by the people. The community would then identify its development needs and potentialities, and would decide on the form and manner of assistance required from the various development agencies.

Ensuring better use of existing knowledge, skills and resources: Presently, the existing traditional skills are either under-utilized or neglected. This is one manifestation of the undervaluing of themselves by rural people who are dominated by middle class, industrial or urban culture and values. Special efforts should be made to ensure better use of these skills through apprenticeship programmes. Some of the indigenous systems of knowledge and skills relating to health care, child care etc. need to be revitalized and developed. Special efforts should be made to use the already available resources.

Ensuring selective acquisition of new knowledge and skills: While on the one hand it is necessary to develop and to build on the existing skills, on the other it is necessary to develop new knowledge and skills in order to prepare the rural community to meet the challenges of the modernization process, notably scientific literacy. Care has to be taken to ensure that the new knowledge and skills thus acquired are put to use in the immediate environment, thus preventing migration to urban areas. Scientific literacy and skills that relate to appropriate technology for rural areas should be promoted.

Linkages and co-ordination

The mechanisms for bringing about co-ordination and linkages to ensure that adult education plays a full part in the development process are described below.

Vitalization of co-ordination committees at local levels: While the need for co-ordination committees at the national level has largely been recognized, experience shows that co-ordination at the regional, sub-regional (or district) and local levels leaves

much to be desired. Committees, where they exist, are frequently not very effective at the district and local levels. The committees at the local level need to be vitalized, for it is these local level organizations that can view development in its totality. These committees should include representatives of the community as well as of the government.

Sharing training responsibilities: Another way of facilitating co-ordination would be to make training of adult education functionaries the joint responsibility of several departments or agencies. Sharing of responsibilities with development departments and ministries would ensure better sensitivity towards the needs and potential of adult education.

Interchanging development functionaries: A system of interchanging functionaries between adult education and development departments could be set up to provide opportunities to work in the field of adult education. This would also enable them to develop better understanding of the scope of adult education.

Role of adult education functionaries in co-ordination: Adult education functionaries could play a dynamic role in bringing about co-ordination through sustained efforts for dialogue and discussions at all levels about the importance of adult education for development. Such efforts would help to break down barriers that presently exist partly due to ignorance about the role of adult education.

Use of media - traditional and mass media

Traditional media as well as the mass media could be used much more effectively for adult education. While the media could be used to create a better awareness of adult education programmes among people, they could also be used to enable people in a community to speak to others in the same or another community, thus assisting the process of dialogue and discussion. The media could also be used for programmes to preserve local traditions and culture.

Concerted planning efforts involving the media are however necessary for adult education. Besides involving functionaries from different development departments in the planning and production of programmes, follow-up activity in the form of group discussions, printed materials, etc. needs to be ensured. It is now widely accepted that programmes using only the mass media by themselves cannot bring about the necessary behavioural changes unless there is interpersonal contact and adequate support services.

Mass media have to be used carefully or else they can have a negative impact. Commercialism of the media may lead to false expectations and encourage inappropriate migration to urban areas. If on the other hand, media could be used to mirror the lives of people as they are, feelings of self-confidence could be developed and this could lead to re-affirmation of the people in what they are doing.

Programmes of adult education for rural development

Educational programmes have to be intimately dovetailed with development activities to cater to all sections of the rural community. While the need for integrating adult education with development programmes has been realized the experience has shown that deliberate efforts to bring about such an integration have not been made sufficiently so far. Special efforts would have to be made by those engaged in adult education activities and those in development agencies to work together in a team in order to make the rural development programmes a reality. Adult education cannot be regarded as a one-shot effort but has to be an on-going programme in the context of lifelong education that provides educational opportunities to all sections of the rural community.

Experience has shown, however, that despite the intent of any educational programme to include all sections of the community, there are certain sections that get left out or drop out on their own. These are singled out here as special groups in order to focus attention on their special needs and problems.

Special groups

1. Rural women

Women constitute approximately 50 per cent of the population of any country and yet the provisions made for their education is often insubstantial and inconsistent with their needs. In order to understand the magnitude of the problem, it is necessary to understand some of the social and economic constraints that prevent women from participating effectively in educational programmes.

It is common knowledge that in some countries in the region, girls get married and become mothers at a very young age. The daily life of many rural women is one of drudgery.

Adult education is one of the tools through which the socio-economic status of rural women and their quality of life can be improved so that they will be involved in the overall development process.

Strategies and approaches

(a) An educational programme has to develop on the basis of dialogue and discussion with women regarding their priority needs and problems.

(b) Efforts to link the educational programme to an economic or a development programme have to be made. Even in such programmes, emphasis has to be laid on making women self-reliant. Special skills to enable women to become self-reliant should be promoted.

(c) Concerted efforts have to be made in any educational programme to lighten the burden of rural women in their role as

wives and mothers. This means provision of appropriate labour-saving devices and of creche facilities for the children.

(d) An educational programme that aims to reduce the social inequalities that prevail in most developing societies will achieve only piece-meal results if certain basic structural changes are not made. Efforts have to be made to initiate action at every level in order to reduce social and economic inequalities.

Co-ordination and linkages

As in all adult education programmes, community participation and involvement are necessary. Since prevailing social attitudes often prevent women from participating in any educational programme, special efforts have to be made to create a favourable opinion towards education for women. A local extension worker, preferably female, or a representative from the women themselves, could be used effectively to work with women. A local level organization of women could be set up to ensure participation and involvement of women on issues that concern them. Such women's organizations could be set up at various levels, and various non-government organizations could be involved.

Adult education programmes for rural women should be part of a national development plan instead of *ad hoc* sporadic attempts by the Department of Education. All government departments should be involved in it and there should be women's adult education programmes attached to every government department. For instance, the Departments of Agriculture, Health, Industries, Rural Development, Labour and Co-operatives could link their programmes with those of the Education Department.

2. Rural youth

The definition of youth varies from society to society but it was agreed that attention be focused on the age group 15-25 years of age. This group has been given high priority because the population of the developing countries of the region is mainly young and rural. Although women and tribal groups have been discussed under separate headings there is a youth component in both these groupings. The youth are the most active and energetic sector in society as well as the most restless and aggressive, therefore it is all the more important that this youthful energy be channelled into constructive activity. They are on the threshold of productive life and future development will largely depend on the skill, training and attitudes of today's youth.

The young people of this group fall into various categories. Many of them may be in the parental home either attending school, employed in various capacities or unemployed. They vary from illiterate to highly literate. Others are married with children but still unemployed.

Strategies and approaches

A sector of the population with special needs is unemployed rural youth. It is not realistic to expect the wage earning sector of the rural economy to expand fast enough to absorb this increasing sector of youths. Self-employment provides an alternative path, which implies a role for adult education in assisting unemployed youth to acquire productive skills for self-employment. A first priority is, however, to provide relevant learning opportunity to uneducated or minimally educated youth already employed with low skills in poorly paid activities.

Any programme aimed at the upliftment of rural youth should as far as possible try to improve their socio-economic status within the rural setting and not encourage them to be lured away by the glitter of the cities. To achieve this, rural conditions should be improved and the adult education programme should be linked to other rural development plans. For instance a training programme has to be linked to a rural based industry drawing its raw materials and labour from the locality. The training given to young people should be marketable, income-generating and producing quick returns.

Participation and co-ordination

In working with young people, a participatory approach is very important since the young are resentful when arbitrary decisions are taken by adults regarding their future. Personal contact and a continuous dialogue are essential throughout the entire training exercise.

In many societies in the region a change of social attitudes towards manual labour and rural life has to be achieved through adult education, the radio and press. Book learning, though uneconomic, is respected, and agriculture and manual work are despised. Young people from the villages prefer to migrate to the towns and look for employment as drivers, salesmen, petty clerks or even domestic employees rather than be engaged in agricultural activity.

Those among the young who display qualities of leadership can be trained as community leaders. They can be encouraged to form their own organizations, and youthful opinion should be sought in every rural development programme. These youth organizations could work in co-operation with religious bodies and women's organizations in the village. The literate youth in the village and the craftsmen could be trained as educators in literacy as well as vocational training.

3. Tribal groups

In many countries of the region there are large population groups with special characteristics and problems. They are the tribal groups, which often have religious, language and cultural differences from the majority groups in a country.

A basic principle is that cultural patterns of the groups should be retained or developed, rather than a new or different cultural pattern being imposed on them.

Strategies and approaches

Although it is essential to identify the basic and particular needs of each group, there are some general principles which apply.

(a) A community education or community school programme in which people of all ages can participate is more desirable than schools for children only.

(b) In the case of nomadic tribes there should be migratory education programmes which travel with the tribe. These may be phased out as tribes learn the skills and have the resources to remain in one place.

(c) Educators within the minority groups should be members of the group who are accepted as teachers within their own cultures. Their training and preparation as teachers should be carried out in the tribal situation as much as possible, so that they do not lose identification with their group.

(d) Reading materials for education programmes should be provided in the local language as well as the national language whenever possible. It is important that reading material be appropriate and relevant to the cultural groups. The role of religion cannot be ignored in educational programmes.

(e) As far as possible the educational processes already used in the group should be developed when considering the teaching techniques to be employed. While basic literacy will be fundamental to many educational programmes, the importance of group discussion and other inductive methods not based on literacy should not be overlooked.

(f) If tribal groups are to be motivated to participate in educational programmes, the programmes must be seen as being relevant to their needs and have a practical application. The mass media might be used to popularize participation in education.

Linkages with the national development programme

It is vital that the national development programme make special allowance for tribal groups and that the educational programmes permit different processes in these groups, in fitting into the national development programme.

There should be means for adequate communication between the minority and majority groups, including direct personal contacts.

There should be representatives of tribal groups on planning committees at all levels.

Participation and co-ordination

The need for participation by the tribal groups in planning for their own education is particularly important. Use may be made of existing decision-making processes in the group, or there may be a need for special local committees for educational planning.

The role of the local chief and religious leaders should be recognized and allowed for in the planning of local programmes.

The departments dealing with the affairs of minority groups will have a role in co-ordination. However, it is important that representatives of ethnic minority groups be represented on councils at all levels to achieve co-ordination.

ADULT EDUCATION AND URBAN/INDUSTRIAL DEVELOPMENT

Problems, priorities and strategies

A major trend in all parts of Asia and the Pacific is the rapid growth and expansion of urban centres. At the same time the pace of industrialization of urban centres and some rural areas is increasing. These developments have produced serious social, economic and educational consequences. There is every indication that the problems and tensions will multiply if determined steps are not taken to minimize the effects. With the steady drift of people from rural areas to urban centres, there are inevitable changes in the patterns of human relations, values and attitudes. Crimes and juvenile delinquency have also increased, and overcrowding in sub-standard housing is all too common. While adult education cannot claim, by any stretch of the imagination, to find all the solutions to these human problems, it has a positive role to play in enhancement of the quality of life as well as the standard of living in the urban-industrial areas. Adult education, in the words of the Unesco Recommendation of November 1976, "can bring about changes in the attitudes or behaviour of people in the twofold perspective of all personal development and participation in balanced and independent social, economic and cultural development.

Ultimately the vital decision regarding the commitment of resources will have to be made by governments, professional adult education bodies and committed individuals. In the distribution of resources, the need of both the rural and the urban areas must be seriously considered so as to achieve well balanced national development.

Effective strategies are required to convince government planners and decision-makers of the importance of adult education in national and social development. Leaders of society, and not only politicians, must realize that wide disparities among sections of the community restrain economic and social development. Since adult education can contribute to the economic and social development of the entire community, it should be recognized as an integral part of both the educational system and the developmental process. In an era of rapid social change, only life-long learning can equip an individual to play a positive role as a citizen, worker and a parent. Personal development through adult education is, therefore, a necessary factor in social and economic development. Furthermore, as the need for the intelligent use of skills becomes more critical in all aspects of employment, continuing adult education is a pre-requisite to the development of any industrial or commercial enterprise.

There should be simultaneous efforts to integrate adult education components in all relevant development plans and projects. In adult education planning and implementation, it is essential to facilitate the availability of information, skills and options for individual as well as community decision-making.

It is also essential to establish a network of co-operation among adult educators and other change agents in meeting the non-formal needs of the community at large.

There is a need for change and development agents in other sectors not only to recognize the role of adult education, but also to understand the basic principles of adult learning and how they can be harnessed in the promotion of national goals and objectives.

There should be continued improvement of literacy and numeracy programmes in adult education. Attention should also be paid to the improvement of training curricula and techniques used in all adult education programmes.

Special groups

In the context of urban-industrial areas, in addition to women, some special groups of people were identified who need greater attention. These are unemployed youth, migrant, deprived workers, the aged, pavement dwellers, the new settlement area populations and refugees.

1. Unemployed youth

Many youths, having dropped out of school or having obtained a recognized qualification, are unable to find employment. Very often this is due to the following factors: (a) their education does not meet the needs of the labour market, (b) the supply of manpower increases faster than the creation of jobs, and (c) the wages are too low to attract any worker. Consequently some countries in the region have skilled workers for export, while some countries have to concentrate on vocational and technical education to prepare out-of-school youth for gainful employment.

2. Women

Urban women folk especially the lower income and deprived individuals, can be not only enabled to play a better role as wives, mothers and workers but also be assisted toward personal, cultural and civic achievements. Women are often the most exploited in the industrial sector, being unorganized within the formal sector of the economy. This is a crucial sector as the enlightened mother is the most important influence on the proper educational development of her children.

The relevant branches of adult education for urban women are: literacy, consumer education, health education, home science classes and creative past times, group and community organizations and productive skills.

3. Migrants from rural areas

Many leave the countryside and head for the urban centres. It is not only the 'brightlights' of the cities that attract them. An additional factor is the pressure of population on scarce resources of land in rural areas.

Migrants who arrive in the cities have to cope with a new environment and completely new challenges. They can be easily exploited by unscrupulous land-lords, employers and criminal elements. Many are illiterate and are ignorant about their rights as citizens and as workers. There is a serious loss of self-esteem as well as feeling of alienation brought about by problems of adjustment to the impersonal life-styles of large towns and cities as well as the discipline of the industrial workplace. These psychological problems are compounded for the underemployed or unemployed migrants. There is also the special need of people who have been customarily mobile but now find themselves settled especially on the perimeter of urban areas.

4. Deprived workers

These are individuals who although officially employed are forced for a variety of reasons to accept very low wages and live in very poor surroundings. They form the bulk of the unorganized labour force. They will benefit greatly from literacy programmes, as well as civic education, vocational training, and consumer education.

5. The aged

A phenomenon that is rapidly emerging in several parts of Asia is that of the increasing proportion of old people in the population. They face serious problems arising out of the trauma of retirement, adjustment to living with reduced income or a pension, feeling of rejection by younger people and sheer boredom with having too much time on their hands. Adult education courses dealing with creative pursuits can open up a new world of interests to the aged. At the same time ways and means can be found to make use of the experience of their working years. They can also participate as part-time teachers in about education and be provided training for this purpose.

6. Pavement dwellers

This category of urban dwellers live in hopeless poverty, as they lack decent shelter and eke out a precarious livelihood through casual employment, begging and petty thievery. They need to be assisted to live as human beings with dignity and self-respect, by being taught productive skills. There is also need to call attention to the housing requirements of these people.

7. New settlement area populations

A new category of urban dwellers is those who have moved from their traditional home provinces or districts to being a new life in communities that have sprung up around new industrial or mining areas. Apart from their having to adjust to the work environment, tensions may arise between the new arrivals and the local inhabitants, who may belong to different ethnic groups.

8. Refugees

The 'boat people' and other refugees continue to move from one part of Asia to another. Before they can be absorbed by the host country they need to learn the language of that country. In some cases they will require vocational training. This is a group for whom adult education programmes can be drawn up as they are usually very highly motivated to qualify for entry, permanent stay and employment in the host country.

Needs, target populations and the role of adult education

For the consideration of specific roles adult education is to play in the urban and industrial development, it was decided to use human needs as a framework for problem identification and analysis. These are: (1) survival needs, (2) remedial tasks, (3) growth needs, and (4) anticipatory needs. In each category are identified the target populations and their needs, methods and actions to be taken, as well as the resources and agents of change.

1. Survival needs

This category refers to the poorest of the poor who need special help and attention.

Target populations

Urban poor
- migrants
- unemployed, underemployed, self-employed
- pavement dwellers
- slum dwellers
- resettlement areas
- floating people
- deprived workers

Handicapped and disabled

Needs
- functional literacy (family, life, health, nutrition, trainability)
- earning skills training (skills for income generating family management)
- inter-personal skills
- skills to articulate needs

Actions
- raising of awareness and conscientization
- provide basic and functional literacy programmes

- take positive actions to organize themselves
- promote community learning and collective action

Methods
- mass media, mass organization, animateurs, legislation, folk arts
- community learning groups, meetings, brain-storming, skills training (pre-employment and on the job), debates and discussion
- mobile team of resource people, demonstration, printed materials such as pictures, posters, pamphlets, comics/cartoons, circulars and instructional materials

Resources and agents of change

General resources
- target population
- government (local and central)
- health organizations
- employers
- trade unions
- voluntary bodies
- institutions of higher learning
- religious institutions
- civic organizations

Specific resources
- adult educators
- social workers
- teachers
- community leaders
- health workers

2. Remedial tasks

This category of need refers to the target populations which have been affected by rapid social and technological changes.

Target populations
- unemployed
- unemployed and underemployed graduates
- aged
- redundant workers
- those rehabilitated from correctional institutions (e.g. ex-prisoners, former drug addicts)
- refugees
- handicapped and disabled

Needs
- retraining
- updating and upgrading of knowledge and skills
- social and cultural adjustment
- counselling
- effective use of experiences of the aged
- attitudinal change both in target groups and in community at large

- creative activities and hobbies

Actions
- encourage pilot projects and action research
- develop public awareness and understanding
- help in self-organization
- provide continuing education including vocational training
- train leaders
- improve special facilities
- promote awareness of creating special target groups

Methods
- legislative action
- research
- training of specialized personnel
- campaign through mass media to bring about awareness
- promotion of attitudinal change
- dissemination of information self-organization
- promotion of co-operation and liaison among adult educators and specialized agencies supporting target groups

Resources and agents of change
- community facilitators
- universities and specialists in research
- private agencies
- social welfare services (both government and non-government)
- voluntary and professional associations

3. Growth Needs

This category of target populations has passed the stage of basic survival and is ready for further development. Therefore, their needs and aspirations are different from those of the previous category.

Target populations
- workers
- unemployed youth
- housewives
- self-employed
- management personnel

Needs

Three components of growth needs - economic, social and cultural - have been identified. Specific examples are as follows:

Economic
- employment related skills (both initial and on-going)
- job advancement
- retraining

- environmental understanding
- trade union skills
- values and attitudes conducive to employment

Social
- consumer knowledge and skills
- personal relations
- family life skills
- civic skill
- health knowledge and skills
- appropriate values and attitudes
- community life
- respect for cultural diversity
- urban/rural solidarity

Cultural
- appropriate values and attitudes
- scientific and technological literacy
- leisure
- appreciation of cultural pluralism
- aesthetic pursuits and creativity
- sports and recreation

Actions
- organize the community for learning
- provide continuing education including skills training and workers' education
- build networks of adult education institutions to facilitate co-ordination and co-operation and to liaise and co-operate with institutions and agencies of formal education and other development sectors
- continue efforts to raise awareness of the importance of adult education among media people and continue supply of adequate materials
- train adult educators in publicity and communication skills and in building rapport with all sectors of society
- maximize the use and sharing of existing resources and facilities available in the community
- provide vocational and career guidance
- incorporate adult education and lifelong education in teacher training curricula of teacher training colleges and education faculties of universities
- include adult education in in-service training of teachers, supervisors, principals and other educational management personnel

Methods
- involvement of students/learners in community in the planning and learning processes
- distance learning and multi-media approaches
- self-learning

- encouragement of increasing use of library
- encouragement of development of relevant materials and translation from other resources
- education of parents
- techniques of articulating justifiable grievances
- revitalization of traditional cultures
- effective mechanism for universities and other institutions to provide extension services for adults
- legislative measures and knowledge about exercising public pressure through petitions and formation of pressure groups and mobilization of public opinion
- objective fact-finding and data gathering
- mass media and direct approach to opinion leaders

Resources and agents of change
- target groups themselves
- professional resource centres for design and production of materials
- ministries and government departments
- associations of adult education
- employers' associations
- trade unions
- all training institutions

4. Anticipatory needs

As adult educators, we should be able not only to understand and attack existing problems, but also to anticipate what may arise in future in order to assist individuals and communities to influence the shape and direction of the future and make good choices.

Target populations
- all sectors of society

Future challenges
- labour power planning
- work and leisure in future
- nature of future human settlement including town planning, transportation and other public utilities
- nature of human relations in family, community, place of work, context of learning, etc.
- new content and methods of learning - teaching
- technological change, application of science and technology and human adjustment to such changes
- ecological and environmental evolution
- new communication and information technology
- psychological and physical adjustment
- demographic patterns

- cultural and social values and attitudes

Actions
- encourage anticipatory and futurology studies on socio-economic changes and learning needs
- open dialogue and consultation on the new visions of future human and social development
- project new life styles involving employment, leisure, continuing education and correspondence
- promote closer international interdependence and co-operation
- devise flexible planning and management mechanisms and techniques to cope with unpredictable changes and effects
- prepare adults to cope with likely impact of future development through population education, environmental education, social education etc.
- improve the training of adult educators in these domains

Methods
- campaign through the mass media
- conferences, seminars and study groups
- exhibitions, cartoons and comics
- exchange of information, documentation and experiences (intra- and inter-country)
- comparative studies

Resources and agents of change
- all adult educators and adult education organizations
- planners and decision-makers

Conclusion

Today adult education has been accepted as an integral part of life-long learning. In most developing countries of the Asia and Pacific region, adult education plays a very important role in development, particularly in adult literacy and citizenship.

In the context of urban-industrial areas, greater attention should be given to the special groups such as the unemployed youth, women, migrants from rural areas, deprived and unorganized workers, the aged, pavement and slum dwellers, the new settlement area populations and refugees.

Only through adult education can these groups of people be salvaged from perpetual illiteracy, ignorance and poverty. Therefore, adult education programmes especially on functional literacy, health and basic vocational skills should be organized for them.

In adult educational planning, it is essential to identify the target populations, know their specific needs and consider possible action and appropriate methods, before education programmes are organized and carried out. 33

PLANNING, ADMINISTRATION, COMMUNITY PARTICIPATION AND RESOURCE MOBILIZATION

Planning of adult education

An important consideration in an effective adult education strategy is systematic planning which provides the basic framework for directing efforts by maximum utilization of resources - people and materials - and permits participation and involvement of the community in achieving the stated goals. Lack of proper planning for adult education has tended to result in:

a) *ad hoc* arrangements

b) unachievable goals leading to disappointments

c) under-utilization and/or wastage of resources

d) inappropriate administrative structures

e) serious problems of co-ordination and eliciting people's co-operations, and

f) often irrelevancy in programme content, methods and processes - divorced from the goals of social and economic development of the country.

There is an increasing realization that beneficial changes in society occur as adults learn new ways of working and living. After years of relative neglect by governments there is an awakening of interest in adult education which is increasingly seen as an essential element in social, economic and cultural development.

An adult education component of the national education system should draw upon, improve and expand existing learning opportunities, and it should be able to interact in a mutually beneficial manner with formal education on the one hand and relate to developmental activities on the other.

With so many disparate groups and individuals to reach, and with so many government and non-government agencies involved in the education of adults, it is not always easy to prepare an effective national programme. The following suggestions are intended as a basis for national solutions to an urgent problem.

Elements of planning: The uniqueness of adult education lies in the relevance of its content to the learning needs of adults and of specific situations, the values and attitudes of adults as well as social and cultural milieu in which they live and work. Therefore, planning of adult education by its very nature

has to be different compared to planning for formal education. Prerequisite to the determination of a national strategy for adult education will be the following considerations:

a) The following elements of the existing and developing system will need to be studied and analysed:

- ideologies including national policies
- cultural and social factors
- economic factors
- current learning situations including formal and non-formal education and informal learning
- demographic factors
- environmental and ecological factors
- power structures, political, social, community and family
- official and informal decision-making processes
- institutional, human and material resources and their availability
- community pattern including mass media

b) Assessment of individual and social needs

c) Establishment of goals and objectives

d) Designing of structures and processes to achieve goals and objectives.

Decisions will have to be made regarding the nature of the national adult education structure, the demand to be placed on the national and local governments for financial support and the level of contribution in money, material and labour to be expected from communities. In most countries several levels of support between the central authority and small groups of adults will be needed. Decisions will have to be made on the level of decentralization to be established with respect to administrative control, logistics support and resources needed for implementation.

Process of planning: A well-sustained planning effort for adult education will call for consultation and involvement of all who may be concerned in providing and benefiting from adult education. The plan process, *inter-alia*, will need to take into account the level of political commitment, the availability of professional support, and the likelihood of local initiative. Other important considerations in the process of planning should be:

- realistic and realizable goals and time scales
- careful establishment of priorities
- effective planning to use available human and material resources
- decisions on the role of national, regional and local centres
- an action plan for adult education to help serve the survival and basic needs of rural and urban communities

Where a clear statement of a government policy and commitment exists, the planning effort should specify details for:

- the establishment of appropriate national, regional and local centres as well as learning groups (both formal and non-formal)
- carrying out of study and assessment work
- conducting and/or supporting small development and exploratory programmes
- development of systematic two-way communication
- responsibility for development of effective learning materials
- responsibility for effective training of adult educators and administrators
- preparation of short-term and long-term operational plans and budgets
- building on the strength and talent of adult educators in the field
- establishing mechanisms for maintaining effective liaison with all government departments and voluntary organizations
- making the functions and availability of adult education well known to the people
- proposing of appropriate legislative action.

Where government interest is less evident, it becomes necessary for the adult educators to take initiative. The following steps can be taken to stimulate action:

- form and organize networks of adult educators and interested people
- initiate small-scale actions by people of good will
- disseminate information on adult education possibilities
- mobilize of public opinion in favour of adult education
- organize associations for adult education
- organize a council of adult education associations
- contact influential people and interest them in adult education
- motivate knowledgeable people to share their knowledge
- advocate the development of a national policy of support for adult education.

Administration and adult education

The task of administration in adult education is to implement the policies and plans of adult education.

Until lately adult education operation was either voluntary or it was a relatively small operation within the government organizations. Recently adult education operation has been expanding in the countries in the region. In the absence of adequate experience, the methods and approaches of formal education administration have generally been applied in the administration of adult education. Adult educators, however, are now realizing that administration and management systems of adult education should be different from the administration and management systems of the formal education system, because of certain basic difference in these two systems. Study and development of appropriate systems of administration and management methods in adult education is necessary to improve the status of the present operation as well as to train the numbers of functionaries required to implement large-scale adult education programmes.

In some countries the administration of adult education is handled by the same agency which handles the formal education system. In other countries there are parallel systems and separate staffs for adult education at various levels. No study has been done to find out the relative effectiveness of both the systems. Adult education systems have not been able to attract and retain talented young people due to the lack of adequate resources and professional growth opportunities.

Different levels of administration: Different countries have different system of administration depending mainly whether the government is involved in adult education administration. In the countries where the government is the main initiator and implementor of adult education programmes, elaborate structures have been created for the administration. Many countries in the region have a full-fledged Department of Adult Education/Non-Formal Education, but some countries have a relatively small office where the non-governmental sector is implementing most of the adult education programmes.

In some countries national boards of adult education have been created to advise the government on how to formulate the plans and to oversee the implementation of the plans and to evaluate the performance.

Generally three levels of organization are set up for the administration of adult education programmes, i.e.

Central level or National level
Regional level or sub-national level
Local level or field level

The central level and regional level are usually staffed by the full-time professional adult educators. The field level administration needs to have participation and co-operation from local leaders and local bodies.

In some countries voluntary organizations are involved in the administration of adult education programmes. In such cases government provides grants-in-aid on the basis of the merits of the projects.

Adult education programmes should not be over centralized. So far as possible the administration should be decentralized to meet local contingencies.

Process of administration: Adult education administrations have to be more responsive to the needs and problems of the community and the learners. The adult education administrators should be trained in decision-making process and problem-solving methods.

They should also be trained in mobilization of community resources and to work with the people in local communities.

Co-ordination

The diversity amongst learner groups and implementing agencies makes it imperative that an effective co-ordination mechanism be established for adult education programmes. Mutual support between various agencies makes it possible to develop joint services and make more effective use of resources. But although this would indeed facilitate implementation, co-ordination in adult education has a more vital role to play. The key consideration is the use of adult education for development purposes. The elements of development can be incorporated into the programme in various ways, viz.,

- in the curricula
- in the training content
- in the use of human resources of technical departments as field functionaries and as resource persons, and
- in the use of the infrastructure (institutional and administrative) created by technical departments.

There should be mechanisms developed (co-ordination committees; membership of advisory bodies for adult education; designation of nodal departments etc.) to facilitate interaction of the adult education set up with other technical departments in each of these areas. The programmes thus developed would be more relevant to learner needs and consequently more acceptable.

There is another aspect of the matter which must not be lost sight of, for whereas it is in the interest of adult education to draw upon the resources of technical departments it would also be advantageous for those departments to utilize adult education

programmes for their own purposes. All extension activities (whether it be in the rural or urban areas) depend for their effectiveness on good content and sound processes. It has been observed many times that some examples of extension literature, though sound in their content, fail to be clearly understood by those for whom they are intended, they do not take into account the comprehension abilities of their recipients. The adult educator can facilitate this process.

The collaborative effort which would produce the teaching/learning materials would also produce extension literature. This could be achieved by formalizing the system and making materials preparation the responsibility of the Resource Centres set up at various levels, or by periodic workshops organized for the purpose.

Participation

Three kinds of organizations - government agencies, independent statutory bodies and private or voluntary organizations - can contribute to development plans and to adult education services. Each may be able to draw on different kinds of resources and provide different services.

It is unlikely that they can be forced to co-operate and make their activities complementary. It therefore becomes a challenge to those involved to maximize co-operative efforts. Either a statutory body or a voluntary agency may in fact be found to have the greatest freedom to act as the meeting-place or clearing house (ministries may be constrained in playing such a role). The point to be emphasized in encouraging joint efforts is that no participant in the project is surrendering autonomy. Such an undertaking represents responsible division of labour, and the avoidance of duplication, overlap and waste.

Besides the co-operation among adult education agencies and organizations at the national, regional and local levels there is a need for co-operative participation by institutions, clubs, churches, local government bodies and other interested groups at the local level. It is here that good working relationships are most vital in the day-to-day implementation of a project or programme.

Resource mobilization

As an adult education programme is launched, especially where it is part of a larger development effort, there is a need to mobilize resources at several levels.

At the local level craftspersons, functionaries such as police or emergency services, village leaders, experienced farmers, etc., may be able to contribute their time and talents to a learning project. Young people may help with distributing or collecting information, if the community feels fully involved.

On the regional level there may be a need to schedule a sharing of resources, where demands for goods, services or resource people are being made by several local centres or learning groups. These demands may concern training, learning materials, support or advice.

And at the national level, economics of scale may dictate that materials are prepared in bulk and distributed to the regions. Other activities at one remove from the regions may be the training of trainers or regional administrators, where the needs of large areas can be satisfied by a central resource centre or institution.

In every case, good two-way communication is essential, and this should be emphasized in induction, basic and in-service training of all those involved in the programme or project.

TRAINING OF PERSONNEL IN ADULT EDUCATION

Adult educators may be male or female, working in rural or urban adult education projects or enterprises. They may be government or non-governmental employees or voluntary workers. They may be employed full-time or be engaged in adult education only on a part-time basis.

Adult education is not an adjunct to the formal system of education but is part of the lifelong education process. It calls for a different approach from that associated with formal education. It calls for a greater participation role from the students or the clientele than is usually found in the formal system. Also there is generally more emphasis on field orientation and applied skills. In short the adult educator belongs to a unique calling.

Training for adult education poses some problems because of the need to provide courses appropriate for the full-time staff who are the minority groups and for the part-time functionaries government and non-government and volunteers who comprise the much larger segment of the work-force.

Personnel

The variety of occupational titles used for adult education personnel is evidence of the variety of work and of the roles that are expected of the adult educator. The following, which is by no means an exhaustive list, will explain this assertion:

Administrative occupational titles

Administrator
Director
Supervisor

Teaching/instructional position titles

Teacher	Extension Worker
Instructor	Master Craftsman
Training Officer	Tutor
Field Worker	Broadcaster

Training is vital for the adult educator. It can not be assumed that mastery or proficiency in content areas automatically qualifies an individual to be a teacher of adults. Experience though important must be matched with appropriate professional training. Nor can it be assumed that training and experience in formal education will be sufficient to equip the teacher of adults with the mix of professional theory and practice that are relevant

to his task. Adult education calls for the application of distinctive skills and concepts. It also demands certain qualities of temperament and personality if the teacher of adults is to be successful in his work and establish close rapport with his students.

In rural areas for example the teacher should appreciate the resources of wisdom and experience that exist even among the adult illiterates. The development of self-reliance in the learner can come about only through the teacher's positive attitudes.

The various categories of staff employed in adult education can be classified into five groups or clusters according to the nature of their duties:

1. Teaching personnel: This is the greater part of the work force consisting of the teachers or instructors. They may be full-time or part-time or voluntary staff. They will form the bulk of trainees and their needs must govern the designing of the professional training course.

2. Policy makers whose work is mainly administration: Although traditionally management skills have been regarded as central to this type of worker, administrators in any field of education ought to have some exposure or orientation to the substantive discipline itself. Just as administrators in formal education should preferably have had prior experience as teachers administrators in adult education should be selected from among individuals with experience as teachers of adults.

3. Facilitators or animateurs. This group consists of supervisors and course designers. They are mainly concerned with the logistics of adult education work.

4. Trainers. This category comprises staff working in training institutions and faculties of education concerned with training of trainers.

5. Research and evaluation personnel. These are the supporting staff mainly dealing with documentation as well as monitoring and developing instruments of evaluation and refining of research tools.

Selection and recruitment

The importance of devising good selection and recruitment procedures cannot be over-emphasized. It is advisable if the announcement or advertisements are to provide a brief outline of the work and the personal qualities that will be expected of an individual if he or she is to succeed in his vocation. This may itself be a screening process designed to discourage persons who have no real enthusiasm or preference for work in adult education from applying for positions. As adult education in all its forms and manifestations is a highly personal kind of occupation or

people-oriented it is important that the selection process include an interview. In special cases, the adult education centres should be given freedom to appoint some very good adult educators on the basis of their personal record of contribution, even if they do not meet all predetermined qualifications.

Particularly in the case of full-time adult education personnel, an adequate salary scale and general conditions of service will be an incentive for well-qualified candidates. In any case the principle ought to be that the teacher of adults is assured of remuneration and service conditions no less advantageous than those applicable to persons with similar qualifications in other branches of the public service. Another incentive which should be provided is that of good career potential. Service practices should ensure that an experienced teacher has the prospect of being promoted to positions of greater responsibility such as those of supervisor or administrator.

It is desirable to have very clear standards set for the position of teacher of adults. For every case these standards should specify:

1. Minimum educational qualification. It is desirable that the minimum should not be below that set for employment as teacher in a primary school.

2. Work experience. Some years of experience in the relevant field should be a basic requirement.

3. Professional training. This should be a proper professional training course for teachers of adults.

There should be incentives provided for employees in other departments to move to positions in the adult education sector. School teachers could work in adult education and then re-enter the education service and vice versa. Such mobility can help to break down the present rigid barriers between the formal and non-formal sectors of education.

In recruiting field workers it is important to ensure that only those persons are sent to particular areas who are acceptable to the province or the district concerned. Such local sensitivities are a fact of life in multi-ethnic communities and they must be respected.

Training content and methods

In adult education one should always begin with the needs of the student, and the milieu in which he lives.

In the Asian context there is a wide gulf separating the needs of the rural areas from those of urban areas. This disparity or difference is reflected in adult education programmes. Consequently, in devising or improving upon schemes for training of

teachers of adults, differences in social and economic environment, outlook and sophistication of the learners and the availability of resources must be borne in mind. There will have to be of necessity differences in respect of course content, materials, methodology and educational technology in the training of teachers of adults depending on whether they will work in urban or rural areas. At the same time there are learning areas that can be regarded as common to both these groups.

It may therefore be useful to bear in mind the desirability of designating one cluster of subject-called 'CORE' subjects for both urban and rural trainees with other areas or options designed to meet the particular needs of the two groups of trainees. Care must be taken to avoid rigidity in this matter.

Curriculum: The extent and depth of instruction will vary according to the needs of the teacher and the restrictions by the time available for the training programme. The following are areas which should be reguided as essential to any training programme, whether long-term or short-term and irrespective of whether the trainees are part-time teachers of adults or full-time teachers.

It will not be possible to cover all the areas given in the outline syllabus in short-term courses, however, intensive, for the part-time trainees. Nor is it suggested that this is the ideal syllabus. Rather it is intended as a guide for those who have to decide what shall be done and how much of it shall be done, and when.

One strategy which could be followed more widely is to provide the part-time trainee with a brief induction and allow him to acquire some experience in the actual instructing of adults. After a lapse of time, which may be several months or one year or more, the trainees could be required to attend a basic course that will provide them with insights into more areas of adult education work. At a further point in time they would attend yet another course dealing with more aspects of the teaching of adults. If this system is followed the teachers may develop a more constructive attitude to their work and to the idea of lifelong education. The weakness of a system that gives the teacher the impression that it is possible to learn all the essentials of the teaching art in a single course is that it induces a sense of complacency and of self-sufficiency that is not conducive to the lifelong learning attitude of mind.

1. Methodology consisting of teaching of concepts and principles, problem solving, organizing skills, attitudes and values.

2. Psychology of the adult learner - covering topics such as motivation, learning styles, psychological and physiological effects of ageing.

3. Teaching skills and techniques - demonstrating, questioning techniques, effective use of audio-visual aids, simple aids,

field work surveys method, simulation games, team teaching, improvisation. Teaching of large and small groups.

4. Evaluation - art of planning and conducting evaluation. Assessment exercises, grading.

5. Sociology - an introduction to the sociology of the adult learner, rural and urban. Community characteristics and values.

6. Development studies - introduction to place of adult education in national development. Brief historical background. Work of adult education agencies. Role of the teacher.

A period of several weeks must be set aside for trainees to carry out instruction in adult classes. This is a form of teaching practice.

The principle of the sovereignty of the learner must be given priority. There is no single infallible training method for work as an adult educator. In fact it is important that a variety of methods should be used not only to sustain interest but also to demonstrate to trainees the diversity of methods of teaching and communicating factual knowledge, ideas and concepts. The objective should be to show trainees that there are numerous approaches that can be used according to the circumstances. Methods that can be employed in training of teachers of adults are: problem solving, role playing, case method, demonstrations, excursions, experiments, interviews, dramatizations and lectures. Traditional forms of communication such as language games and use of puppets may also be appropriate for some situation. Trainees should be provided with clear insights into the relative strengths and weaknesses of the methods in varying situations. It is particularly important not to overemphasize the electronic media and disregard the wealth of resources and the relevance of traditional forms of communication.

Counselling: An important area of training for all teachers of adults is COUNSELLING, the teacher of adults should be trained in the art of obtaining a clear perception of students' problems, grievances and points of view. For the teacher of adults counselling is a means of assisting the student to weigh the different options available to him when confronted with a problem, and to make his own decision.

Training materials and resources: The trainee should be brought into contact with a wide variety of materials and of resources. In that way there is some likelihood that he will not utilize the familiar chalk and talk method indiscriminately. Among training materials there is a variety of audio-visual gadgets that could be brought to his attention. In regard to the print media the weakness of the formal education system which is too closely tied to the textbook should be avoided. Trainers should be shown the various alternatives or supplementary materials to the textbook namely, newspapers, periodicals, pamphlets, comics advertisements, posters and graded readers.

The media should be brought into full play in the training courses. The resources available in radio and television programmes should be exploited. The use of cassette tapes, slides, and film cannot only lend variety and colour to the training process but also assist in making a more lasting impact on the trainees. If trainers are enthusiastic about the media the teachers in turn are likely to use it in their own instructional work.

The preparation of modules for training is important. The preparation of training manuals should also be vigorously pursued. Other human and material resources of the community could be utilized too with great benefit. In this manner the approach to training will be much wider than the conventional approach, utilizing all the relevant resources of the community.

Institutions for training

A number of institutions can be vested with responsibility for carrying out the training of adults besides the Government office responsible for training of adult education functionaries. Traditional institutions are:

1. Faculties of education or of adult education attached to universities; and
2. Departments in teacher training colleges.

The more recent type of institution in this area is the centre or institute for adult educators which is solely concerned with training the trainers. Professional adult education bodies such as adult education associations (though not all of them) are involved in this activity.

Whatever the particular arrangements that are provided for this purpose it is important for governments to allot more resources for such training institutions. With increasing emphasis on development it is equally important to recognize the valuable contribution that these institutions are making and can continue to make to the task of national development. Adequate staff, appropriate equipment and supportive measures for further staff development must be provided.

Non-institutional training: It has been said that everything which is done in the name of adult education by the government training offices or by the non-government training institutes, should be a good example of adult education, and this applies to the training of adult educators as well as their work.

Good results, in terms of motivation, team work, and knowledge retention, have been obtained through non-formal workshops where adult educators meet together, set their agendas, and rely on group interaction and discovery learning to solve problems and to increase their skills and knowledge. The resources within the

group, in terms of practical experience, will contribute the bulk of learning material in such a setting.

The facilitator or group leader in such a workshop is a demanding one, but the knowledge of group dynamics and inter-personal communication which is needed for such work is a valuable field of study for anyone who sets out to train the trainers.

Such non-formal learning techniques will be found to be of particular value where pressure of work allows only infrequent in-service gathering of people in the field.

Sharing experiences: Although there can be many different institutions working in the training of teachers for adult education, they should perceive each other not as rivals but rather as partners in a common enterprise. Staff of institutions that concern themselves with training for adult education must be encouraged to come together at seminars, and professional conferences and to arrange activities which will promote dialogue and healthy professional attitudes. Membership of adult education associations will be another means of maintaining contact with others working in the same field, and it should be encouraged. For field workers who work in isolation, periodic get-togethers at which views can be exchanged and problems discussed should be arranged.

Universities: University involvement in the professional training of adult educators is a recent phenomenon in the Asian-Pacific region, although faculties of education are to be found in many universities. The present concern in many universities that their own staff should be trained in teaching or instructional methods has led to the establishment of departments or units of instructional development in some universities. Such existing units could broaden their activity to include the training of teachers for some areas of adult education such as enrichment courses, liberal education courses and second language classes.

Another area in which the university can make a significant contribution to training in adult education is that of research. Through short-term and specialized courses it can train adult education personnel in research methodology as well as techniques of evaluation. Nor should this be a responsibility of departments of education alone. The medical faculty can contribute to the further education of health workers and the faculty of agriculture can be more intimately concerned in the instruction of agricultural extension workers for example. These involvements, far from reducing the status of a university, will earn for it the respect of the community within which is located and from which it derives so much in the way of resources.

Teacher training colleges: In real life, many teachers of adult, especially those in charge of adult literacy classes and further education or evening classes are school teachers who received their professional 'know-how' in teachers' colleges. Without

going into much detail, it can be said that there is available within teachers' colleges a wide range of expertise and equipment that could be utilized in programmes of training for adult educators. It is, however, the exception rather than the rule to find staff in teachers' colleges with specific training in the teaching of adults.

Training colleges should consider the feasibility of introducing 'Adult Education' initially as an optional subject. Consideration could also be given to including among the theoretical content areas an introduction to the concept of lifelong education.

In countries with excess capacity in training colleges the available resources can be used for training of teachers of adults. Teachers colleges could also run courses in adult education alongside their normal teacher training programmes. There are thus at least three different options for teachers' colleges to involve themselves in training for adult education.

Specialized institutions handling only pre-service and in-service courses for teachers of adults could be established as and when required. They should be staffed by persons with experience as well as expertise in adult education and they could take charge of research and preparation of teaching materials as well. These institutes could also function as adult education centres.

Apart from national institutions and national resources full use should be made of resources that are available in other countries. With so much emphasis on the local relevance of learning, there should be more use made of regional adult education institutions. Often the methodology of adult education and the social environment in those nearby countries are of more relevance and practical value to instructional personnel than, for instance, diplomas or degrees in adult education from more affluent countries whose circumstances and emphasis in adult education may be of a very different sort. However, courses in universities may be of value to administrators, researchers and planners of adult education.

Voluntary organizations: Another resource, available both locally and abroad, which should be tapped more abundantly is that of voluntary organizations which are wholly or partly engaged in adult education. Some of those bodies have a wealth of experience as well as dedicated leadership, apart from resources such as libraries, and audio-visual equipment. There ought to be greater recognition from governments, and other award-granting bodies of the good work done by these organizations and of the dynamic role they can play in the training of adults. Also there is much to be said for trainees in adult education being able to learn from the example set by these organizations in respect of commitment to a worthy cause.

From the economic point of view too, there is a lot to be said for harnessing the resources of voluntary organizations instead of relying on government institutions alone.

Owing to the exigencies of their normal duties it would not be possible for volunteers and part-time teachers to attend full-time training courses. For such personnel the institution of intensive courses spread out over weekends or collapsed into two or three weeks of intensive teaching, reading and discussions may prove practicable. The mentor system by which an experienced full-time or even part-time teacher observes the instructional style of the teacher and offers advice or guidance may be helpful in some cases. Part-time teachers could be given guidance on books and periodicals dealing with teaching of adults.

Retraining: Adult educators need periodic bouts of refresher courses and enrichment courses to update their skills and to derive all the benefits of renewal. Administrators in adult education should see the value of this kind of retraining. Retraining need not take the form of pursuit of higher qualifications. A period of attachment to suitable adult education institutions abroad is a good alternative. Sabbatical leave at a university would be appropriate for some teachers. Attendance at seminars and serving as participants, resource persons and rapporteurs should also be viewed as positive experiences.

Credit and non-credit training courses: There is generally a preference for courses that will earn a certificate or some form of credit in many countries in Asia. This enables the trainee to be emplaced on a particular salary scale in the public service according to established practice. Status for any occupation is often dependent on the possession of a recognized qualification attested by a certificate. It would be difficult to change this system even if it were considered desirable to do so. Steps can be taken to ensure that credit and certification are given a positive rather than negative tone. Apart from certificates and diplomas, work-experience should be given weightage for some areas of adult education-skill training for example. Also it may be possible to distinguish between a certificate that purports to denote academic achievement from one that attests to practical proficiency, such as an industrial skill or a language proficiency. Both types are relevant to work in adult education and both should earn for their possessors recognition and suitable reward.

As with formal education qualifications there should be updating of lists of recognized qualifications as more trainees are sent out to different countries for pre-service as well as in-service training courses in adult education.

It is vital that adult education planners should not insist that *everybody* involved in the teaching of adults must possess some certificates or other paper qualifications. Such a rigid approach may inhibit the mobilization of individuals who have valuable skills to contribute to community development programmes, but do not possess formal certification. It would be prudent to recognize

experience, skill and demonstrated ability rather than stress standardized achievement measured in academic terms. This policy would ensure that there is an adequate number, at least of part-time resource persons and master craftsmen available for deployment in a variety of community development programmes involving transfer of skills.

Some non-governmental organizations as well as voluntary associations have experience in many aspects of adult education including training. Certificates of merit awarded by such bodies should also receive recognition from governments and other employing authorities.

Legislative provisions: The practice of requiring all qualified teachers to obtain a teaching licence or undergo registration before embarking on teaching as a career is followed by some countries. This would not be feasible nor desirable in the case of adult education as the qualifications for teaching are so varied and there is a veritable army of part-time teachers. However, the public interest requires that there should be no abuse of this free market for adult education. Therefore, appropriate pre-conditions and qualifications for teachers in private adult education institutions should be laid down to ensure that unqualified persons do not hold themselves out as being qualified to train students for industrial skills, commercial skills and so on. Apart from their technical skills the teachers concerned should be required to follow suitable training courses.

Evaluation of training: It is generally recognized that evaluation must be an integral part of the process of training. It should not be regarded as a means to assess merely the worth and effectiveness of the programme and the programme materials. Evaluation should be a continuous process.

In the training of adult educators the following are the principal areas that ought to be the subject of evaluation:

1. the training course itself
2. the training materials employed
3. the merits of alternative approaches to training
4. efficiency of the operations in specific training programmes.

Evaluation is a shared responsibility. Students in adult education classes have a role to play as well. The collection of feedback from questionnaires can be a valuable mode of evaluation.

Supervisors and administrators should be required to maintain contact with the field by paying periodic visits and encouraging teachers and students to speak freely on their problems as well as offering constructive suggestions and criticisms for improving the entire programme or project.

Research: Research into the methodology operational systems in the training of teachers of adults must be a dynamic feature of any adult education activity. Research should be productive in that it assists in the refinement and improvement of adult education. Research should concern itself with the following areas:

a) Suitability of teaching materials

b) Comparative methodology or how other countries or other adult education authorities carry out these programmes

c) Devising resource kits for use in classes

A Research Cell or Unit should be established in every adult education training institution. The research findings should be circulated to other adult education institutions.

The training dimension if properly organized will not only enhance the quality of adult education and win for it the recognition it deserves but also provide greater satisfaction and rewards even though not of a material nature to all in the field of adult education. Ultimately we are all concerned to improve the human condition in Asia.

INTER-COUNTRY AND REGIONAL CO-OPERATION

It is quite evident that there are significantly growing initiatives from government and non-government sectors for the development of adult education to make it a vital means of rural and urban/industrial development in the Member States in Asia and the Pacific region.

Although adult education development is basically a national concern, the Member States in the region could enrich their national endeavours through sharing more of their experiences and expertise among themselves directly or through the help of Unesco Regional Office for Education in Asia and the Pacific and through other appropriate channels.

Regional and international co-operation in adult education could be promoted and strengthened in the following areas:

Documentation

In order to facilitate exchange of information about adult education, the Member States should publish and exchange documents on adult education activities, utilizing national resources or with the help of Unesco and other organizations.

The documentation on adult education comprises:

Directories in which the details of the institutes and organizations concerned with training and studies in adult education are included at the national level and subsequently at the regional level.

Register of resource persons in different fields of adult education at the national level so that the Member States may call in their services for training, studies etc., whenever necessary.

Case studies to be prepared in the Member States on innovative projects of adult education, which would also help adult educators in their study visit to projects.

Translation of materials from the international languages to national languages and vice versa, assistance to be provided for such translation.

Publication of newsletters and journals to be assisted Member States should publish newsletter and journals on adult education for which some assistance may be made available.

Mailing list: Member States should prepare interest-specific and work-specific mailing list for facilitating two way exchange of documents. Such documentation list may also be prepared at the regional level.

Methods, training and materials

Methods: Studies and workshops should be organized at the national and regional levels to develop training methods and materials to train different adult education personnel, especially trainers of the adult education workers in the field.

Training: National and regional training programmes should be organized through mobile training teams and through resident courses to train different categories of adult education personnel including post-literacy workers, media personnel, materials producers, researchers, technical education personnel including master artisans. Training programme could include exhibitions and field visits.

Materials: Teaching/learning materials including textbooks, pamphlets, source books, software materials, illustrated materials etc. should be prepared through national and/or regional workshops.

Study visit: Study visits should be organized for the key adult education personnel from the Member States to visit adult education projects in different Member States.

Studies and research: Member States should initiate studies and research activities on different aspects and issues of adult education which would help the policy-makers and adult education leaders to formulate policy and plans.

Other forms of co-operations

National, sub-regional and regional meetings should be organized for the development planners and the opinion leaders together with adult education experts from the Member States to build awareness of the importance of adult education and of the need for national commitment to adult education in the Member States.

Regional and sub-regional meetings on adult education should be organized in different countries, so that different Member States could get benefits out of its deliberations.

Co-operation between Unesco Regional Office for Education in Asia and the Pacific and Asian South Pacific Bureau of Adult Education be further strengthened by facilitating exchange of information and expertise for studies, documentation and materials development in adult education.

The co-operation of international organizations with interest in and commitment to the promotion of adult education in the developing countries may be enlisted wherever their support and assistance are suited to national programmes and policies.

CONCLUSION AND RECOMMENDATIONS

The failure of the Second Development Decade to achieve all that was hoped of it, is widely acknowledged: the gap between rich and poor countries, and between the haves and have nots in different countries, has widened. Meanwhile continuing rapid social and economic change in both rural and urban sectors is predicted for the coming decades. This presents a challenge to adult education, which has a crucial role to play in the development process.

To play an effective role in the process of development adult education requires: realistic aims; top level support; clear planning and strategies; integration and extension in all directions - downwards into the local communities, upwards into the senior levels of policy-making, and literally both with the formal education system and with the development-oriented technical ministries.

Adult education long predates school education and has been more pervasive and comprehensive, yet it has remained generally insignificant, peripheral, and lacking in resources and legislative support for many years. Its contribution to development generally, and to the programmes of other ministries and sectors, is not widely realized at the national planning level; development programmes which ignore the human and social dimension are usually doomed to fail.

Recently, despite diversity of philosophy, policy and approach, there has been a trend among countries in the region to enhance the quality and quantity of adult education. In many countries it is now becoming an important programme, and recognition is growing that it should be a support service to development activities in both rural and urban areas. Reasons for this include: a need to educate the masses; the inability of formal education to reach all, or to retain many children in the schools; and the need to develop people as participants as well as recipients in development.

In particular, adult education is called upon to reduce and redress inequalities in society, to reduce the gap between the rural areas and the cities, the haves and the have-nots, taking into account especially the needs of different disadvantaged and impoverished groups.

If it is to meet these challenges, adult education must develop viable programmes to meet the basic learning needs of the masses, making available skills and knowledge which enable people to become active partners in development, and help people through

lifelong learning opportunities to influence the shape of the future and to improve their circumstances in a rapidly changing world.

Although different countries use different terms, 'adult education' has been recognized as an acceptable term for many. The terms non-formal education, continuing education, complementary education, explain different forms and approaches of adult education.

With a view to making adult education more capable of meeting new challenges the following are recommended:

1. Granted that adult education and development have been found to be interlinked, that development activities are giving increasing importance to the human element in the development process, and that adult education is recognized as a major human resource development activity, there is still lack of data and studies which demonstrate how adult education can play a direct and effective role in development. It is therefore recommended that more studies and research on adult education, development, and the reduction of poverty be promoted in the Member States and by international, inter-governmental, and voluntary organizations.

2. In each Member State, the role of adult education for rural development and urban/industrial development should be clearly spelled out, and clear policies formulated to make adult education a part and parcel of all development activities within socio-economic plans and programmes.

3. All development ministries should also give due importance and resources to adult education to support their development activities.

4. Adult education requires good organization at national and local levels, especially for big, complex, national programmes and campaign. There must be co-operation and co-ordination in planning and implementation among different agencies carrying out adult education, and with other development agencies, to avoid both duplication and gaps. Co-ordination mechanisms and processes should be made clear and effective. National Councils may be a suitable means to foster co-operation or co-ordination in many countries.

5. Literacy is a very important programme for many member countries but it is only one part of adult education. Adult education is not limited to and should not be equated with literacy only. On the other hand education of the parents is an effective strategy for universalization of literacy and primary education. Each Member State should prepare comprehensive programmes including literacy programmes in a comprehensive and functional sense, and encompassing all human resource development activities. The aim is provision of diverse learning opportunities encompassing all informal and non-formal learning in the society through mass

media, extension activities, traditional media etc. Each Member State should promote adult education through existing or new community resource centres of various types and forms. Many new modes for reaching adult disadvantaged groups are being tested, nationally or locally by government departments and voluntary agencies in different countries of the region. These should be evaluated and the results shared more widely.

6. Apart from continued improvement of literacy and numeracy programmes, adult education should improve the vocational and technical education programmes for youth, create a favourable opinion towards education of women preferably through extension workers, develop creative pursuits for old aged pensioners and make use of their active years, and prepare adults to cope with the likely impact of future development through population education, social education, environmental education, etc.

7. Formal school education and adult education are not contradictory or competing alternatives. They supplement and complement each other. There should be co-ordinated planning and implementation of school and adult education, especially mass adult education and universalization of elementary education, to create a universal lifelong education system.

8. Deliberate efforts should be made to interlink formal education and non-formal education through different bridges and links. Adult education courses should be given equivalency and recognition, and there should also be recognition of relevant work experience.

9. Adult education should be included within the overall Education Plan. Centralized and departmentalized approaches are not suited for the planning of adult education, the planning approach in adult education should be decentralized and co-ordinated. Efforts should be made to develop appropriate planning methods for adult education, taking into consideration its special characteristics (need-based, situation specific, relevant, diversified, practical and participatory) and the special learning needs of adults.

10. Distinctive and appropriate curricula, learning materials, development processes and methods are also required for adult education. Curriculum for adult learners must accord with adult psychology and adult basic and growth needs.

11. Education technology including the mass media have great potentialities for adult education. Mass media are already among the means of adult education but still mostly used in an unplanned and unorganized way. Better use of already available mass media and new technologies for more effective and more participative adult education programmes should be studied and promoted.

12. Adult education programmes suffer from inadequate staffing and inadequately trained personnel. Adult education implementing

and organizing agencies and learning centres should be adequately staffed, and proper arrangements made to train them. There should be better recruitment, career planning, and recognition of adult educators. Adult education cannot however be staffed by full-time adult educators alone, nor is this desirable. Professional preparation of full-time workers is required to support the great army of part-time and voluntary field workers who are the key to adult education, but care must be taken not to shift priorities and recognition from these often informally qualified workers. The better adult educators, like the best adult learners, are those with life and work experience to draw upon; it is generally preferable to recruit adult educators with work experiences rather than straight out of full-time education.

13. In their concern for adult education, government should involve voluntary and community, professional, labour union, and other organizations to the fullest possible extent. Voluntary and community organizations responsible for adult education should be involved in the national planning and policy-making process. Creation and strengthening of voluntary local and national adult education associations should be encouraged, and government should consider supporting them, as one means of strengthening adult education for development.

14. Adult education is most effective when based on the learners' motivations and the participation of the community in both programme conception and implementation. Mobilization of human and material resources to ensure active participation in adult education through the organization of the community should be supported, and if necessary be encouraged by legislative provisions along the lines of the International Recommendation on Adult Education adopted by the General Conference of Unesco at its nineteenth session, Nairobi, 1976.

15. Effective monitoring, evaluation notably process evaluation and participating in applied research mechanisms and procedures should be developed by and for adult education.

16. Governments should give equal concern to children's education and adult education. Adult education should be adequately supported by government funds, through education office as well as through other development agencies. The percentage of the education budget devoted to adult education should be increased. All development agencies should devote a certain amount of their budget to adult education. Industries and development projects also should make money and facilities available for adult education.

Appendix I

Welcome speech by Mr. Raja Roy Singh
Assistant Director-General/ROEAP

Our distinguished Guest of Honour, Dr. Kaw Swasdipanich
Distinguished Participants and Observers,
Ladies and Gentlemen,

I have great honour on behalf of Unesco and its Regional Office for Education in Asia and the Pacific in extending to you a cordial welcome to this regional meeting which brings together distinguished educators from 18 member countries in the region. I am grateful to the participants and their governments for responding to our invitation in the spirit of international fellowship. I have the honour to convey to the participants and all attending the meeting the greetings and good wishes of Mr. Amadou-Mahtar M'Bow, the Director-General of Unesco.

At the outset I should like, on behalf of Unesco and on my personal behalf, to express our deep gratitude to you, our distinguished guest of honour Dr. Kaw for being with us this morning to inaugurate the Meeting, despite the many other heavy calls on your time. You have over the years given dedicated leadership to the cause of education in Thailand and to regional co-operation in education in Asia. As a thinker, writer, teacher and administrator, you have made the full range of education your province, and brought to bear on it the resources of scholarship tempered with wisdom in the profoundest traditions of Buddhism. May I also avail myself of this opportunity to offer you on behalf of all of us in this Meeting our felicitations that your long and close association with Unesco over the years is now further deepened by your recent election as member of the Executive Board of Unesco.

I have much pleasure in welcoming to this Meeting the President, the Honorary Secretary-General and the representatives of Asian-South Pacific Bureau of Adult Education, and to thank them and their Organization for their co-operation in preparing for this Meeting and indeed in all our programmes of adult education.

I thank the representatives of our sister organizations of the U.N. family and the representatives and observers from the various inter-governmental and non-governmental organizations which in their participation bring to this Meeting a uniquely rich fund of conceptual as well as grass-roots practical experiences.

This regional meeting is being held at the threshold of a new programming period of Unesco, a period in which we all hope to see considerably broadened regional co-operation. It is therefore appropriate that the meeting should address itself to a fundamental question namely adult education and development. I venture to

suggest that this meeting is uniquely qualified to address this question representing as it does the widest diversity of experiences stemming from a remarkably long tradition of adult education.

I believe that the fact is sometimes overlooked that societies have used adult education for socialization for very much longer time than the formal education systems as we know them, and that adult education has been in most periods of societal development a much wider and pervasive activity. Thus it is that descriptions of educational situation in the developing countries, for example of the Asia-Pacific region, which use only statistics of literacy and enrolments are seriously in error because they ignore entirely the vast web of adult education learning which radiating from the focal points of basic human aspirations has shaped these societies over the centuries. This calls to attention what I believe is a unique feature of adult education - the variety of forms in which it is expressed and the variety of needs to which it must respond; it is multi-facet and multi-dimensional just as human beings are as individuals or in societies. In this multi-facetness, in this multi-dimension variety, I believe, lies the interface between adult education and development. Development is both individual and societal; it is not only economic; it is also political, moral, social, cultural, and in terms of the liberation of human spirit. There was a time not very long ago when development was construed in terms of economic growth only and adult education as a means for enhancing earning capacities. Economic growth and economic motivation remain important but as demonstrated by the evidence of recent history they are not and cannot be the sole determinants of societal and individual development. Hence it is that all the major issues of development are found bound up with adult education - the action against poverty, disease and ignorance; environmental degradation; human rights and freedoms; self-reliant economic development; cultural identity; life-long learning.

This meeting brings together a rich diversity of experiences. The countries represented here are to be found at different stages of economic development spanning a very wide range. And yet the experiences they represent in adult education are perhaps not to be seen as an ascending or descending scale. Concerned with human motivation and human behaviour, they have a striking similarity below the surface differences of techniques and technologies. This makes it possible for these diverse experiences to communicate and to relate. The commonalities are to be found in what I might call the basic cycles of human needs in which educational action becomes the essential expression of development: food and nutrition; health and the quality of living; employment and occupation; culture and access to knowledge; human freedoms and the quality of social living.

Ladies and gentlemen, may I once again offer our grateful thanks to all present here and request Dr. Kaw Swasdipanich to give the inaugural address.

Appendix II

Inaugural Address by H.E. Dr. Kaw Swasdipanich

Mr. Raja Roy Singh,
Distinguished Colleagues, Participants and Observers,
Ladies and Gentlemen,

It is indeed an honour for me to have been invited to the Opening of this Regional Seminar on Adult Education and Development in Asia and Oceania, organized by the Unesco Regional Office for Education, Bangkok. It is also a great pleasure to see that many distinguished adult educators from the various countries in our region as well as from interested agencies have been able to assemble here for this important meeting.

The significance of adult education and its direct relationship with development have received worldwide attention and acceptance many decades ago, and Unesco has been involving itself all along with the development and the promotion of international co-operation in this area. We all recall that three World Conferences on adult education were organized by Unesco, and the third one was held in Asia - Tokyo, in 1972. It is therefore of particular importance that, almost a decade after the Third World Conference, the adult educators of Asia and Oceania can come to meet with each other again under the auspices of Unesco for this Regional Seminar, to take stock of the work done, to examine the current and emerging trends, and to identify problems, as well as ways and means of solving them both at the national and regional levels.

Ladies and Gentlemen, I am happy to note that prior to this seminar, the Unesco Regional Office has undertaken to collect the relevant information on adult education in the member countries in the region by way of questionnaire, and have prepared a number of useful background papers based on the information received for the seminar. We can see from these papers that the member countries in Asia and Oceania have, in the past decade or two, quite extensively carried out planned educational activities for their adult population. They have also established some kinds of governmental machinery for the organization, co-ordination, and implementation of adult education policies and plans, as deemed appropriate to the economic and social situations of their countries. To me these are important developments which testify to the fact that the governments of the member countries have placed increased emphasis on adult education, and its role in the national development process.

Since most of the member countries in Asia and Oceania are still developing and predominantly agricultural, I am glad to see

that rural development is a subject to be discussed in connection with adult education at this regional seminar. I am also glad that due attention will be given to adult education for industrial and urban development as well. I believe these two issues will remain our major concern for at least the next decade, especially in view of the current trends of increasing migration of rural adults in search of employment and better life in industrialized and organized cities, to escape the lot of rural poverty. As we are all aware, these trends have led to social and psychological imbalances and tensions, and it is a responsibility of adult education to help alleviate these situations, and help make these adult men and women better equipped and prepared to face with more confidence the rapid social and economic changes of our countries and region, and to act as positive forces for development.

Ladies and Gentlemen, even though adult education has been a subject in focus for almost four decades now, it is by no means exhausted. For many countries, adult education is just beginning a new era when adult education receives a recognized place in the overall developmental planning. There will be a lot to discuss, a lot to learn, at this regional seminar; and I am sure there will be a great deal to bring home to your governments and offices, for consideration and implementation.

May I express my appreciations to the Unesco Regional Office for having continued the good work in the field of Education for our region, and to congratulate it for having been able to bring all the leading adult educators from the member countries to this regional meeting. I have no doubt that with the wisdom and experiences of all of you, and with important agenda ahead, the discussions during the next ten days will prove to be one of the best we have had in many years, and that the outcomes will benefit both the member countries and the regional and international communities.

May I declare the meeting open and offer my very best wishes for all your undertakings.

Thank you.

Annex I

AGENDA

1. Opening

2. Election of Officers of the Seminar

3. Review of emerging major trends in the development of adult education in the region:

   a) Identification of the roles of adult education in the context of socio-economic and cultural development and in integrated rural development and in industrial development;

   b) The role of adult education in relation to the special problems of different population groups (e.g. women, out-of-school youth, minority groups, etc.).

4. Development of effective strategies, techniques and modalities for better planning, administration, community participation and resource mobilization

5. Training of personnel in adult education, and mobilization of other resources

6. Inter-country and regional co-operation in adult education

7. Adoption of the Report of the Seminar

Annex II

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